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IN THIS ISSUE

This issue of the Journal contains articles which cover a wide range of topics. The piece by Vito Perrone, Dean of the Center for Teaching and Learning, University of North Dakota, was originally requested by the Committee on Education and Labor. This article provides a personal reflection on some of the pressing educational needs which face us now and which will continue to face educators in the decade ahead. Leona Foerster, Texas Technological University, reviews varied descriptions of teaching and proposes an additional one, teaching as problem solving. Susan Roper and Richard Jung, staff members of the Stanford/San Jose Unified Teacher Corps, propose strategies for initiating inservice programs in schools whose faculties "mutter frequently, 'we tried that and it didn't work.'" In a letter to Miss Brooks, Thomas Berg, University of Northern Iowa, highlights some of the issues faced by student teachers. G. Robert Ward, Sally Porter and Michael Omizo, Department of Guidance and Counseling, University of Houston, share the results of their examination and comparison of personality traits and work motivational needs of pre-service and inservice teachers. The last article in this issue focuses on a dramatic change in North Dakota legal history and educational practice. George Frein, Associate Professor of Religious Studies, University of North Dakota, reflects on the educational implications of the declaration by the U. S. District

Court that the law requiring that the Ten Commandments be posted in all North Dakota public school classrooms is unconstitutional.

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